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RESOURCE MATERIALS FOR HOME ECONOMICS TEACHERS TO USE AS A GUIDE IN DEVELOPING LOCAL PROGRAMS IN HOMEMAKING AND FAMILY LIFE EDUCATION.

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Guidelines for teacher use in developing local vocational homemaking programs for boys and girls in grades 7 through 12 were developed by regional groups of home economics teachers and teacher educators. Local programs should reflect the social, economic, and cultural profile of the community and the current trends in education and society. Part I contains (1) an explanation of the organization and use of the materials, (2) a chart showing the relationship of the parts to the overall philosophy of home economics, (3) a discussion of two basic concepts which pervade and influence all home economics teaching--"human growth and relationships" and "management," and (4) generalizations related to these concepts for each of the seven areas of home economics. Behavioral objectives are suggested for the cognitive, affective, and psychomotor domain. Part II lists behavioral objectives, according to domains and for each objective provides learning experiences and evaluation techniques in the seven subject matter areas. The materials are not classified into grade levels to facilitate adaptation to both individual student and community needs. Part III is a bibliography of books and bulletins for students and teachers. (FP)

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RESOURCE MATERIALS
FOR
HOME ECONOMICS
TEACHERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TO USE
AS A GUIDE
IN DEVELOPING LOCAL PROGRAMS IN HOMEMAKING AND FAMILY LIFE EDUCATION

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MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
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FROM: (Person) Barbara Gaylor (Agency) Supervisor, Home Economics Education, Michigan Department of Education

(Address) Division of Vocational Education, Box 928, Lansing, Michigan 48904

DATE: April 9, 1968

RE: (Author, Title, Publisher, Date)

RESOURCE MATERIALS FOR HOME ECONOMICS TEACHERS TO USE AS A GUIDE IN DEVELOPING LOCAL PROGRAMS IN HOMEMAKING AND FAMILY LIFE EDUCATION - Michigan Department of Education, 1965

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Method of Design, Testing, and Trial N/A

(3) Utilization of Material:
Appropriate School Setting junior and senior high school
Type of Program high school
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Uses of Material For developing local home economics education programs
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Introduction

In 1961, at the annual state conference for home economics teachers, a long-range plan for statewide curriculum development was presented by staff members of the Department of Education. The plan was accepted and teacher educators, city supervisors and state consultants agreed to work with home economics teachers in developing some basic guidelines.

Fourteen regional groups working in specific home economics subject matter areas were selected. A rationale for curriculum development was outlined and terms defined for this project.

Under the auspices of the Home and Family Life Education section, Department of Education, workshops were held in 1962, 1963, and 1964. Those attending the workshops reviewed, consolidated and compiled the material developed by the fourteen regions. A two-week workshop was held in August 1965, at Central Michigan University, and the various resource materials developed by teachers were combined and edited into one publication.

This "resource guide" is not intended as a course of study. It is simply an attempt to show a procedure or process for teachers to consider using as they work locally with students, administrators and parents in providing the best home economics education programs possible.

This preliminary draft is the result of the thinking and efforts of a great many individuals, and those who have had a part in its preparation are to be commended for the outstanding work that has been done. Inasmuch as it is a relatively new approach to be used by home economics teachers in developing curriculum, the Department of Education, prior to a final product, is seeking the reactions and the objective and critical reviews of those who are concerned with this important area of our school program.

As this is reviewed, it should be kept in mind that the publication is intended only for those already in the field of home economics and in the preparation and training of teachers for this area.

Some of the more obvious questions we hope to have answered are:

- Will the publication do what it was intended to do?
- Is it readable and are its directions easy to follow?
- Has material been presented in a form conducive to use by home economics teachers?
- What suggestions for presenting it even more effectively?
- Does it have a practical application insofar as the individual teacher is concerned?

Your personal assessment is needed and will be most useful and valuable in determining the form, content and presentation of the final draft.

Acknowledgements

Sincere and grateful appreciation is extended to the great many persons who willingly gave their time, experience and advice in the development of this publication. It is not possible to list all who did participate - home economics teachers throughout Michigan, state consultants, city supervisors in home economics, college and university staff members, regional and county chairmen, and participants in three summer workshops held in Lansing - all took part in this state-wide project.

Special recognition is given to the many colleges and universities that took part. Particularly, Central Michigan University, where under the direction of Dr. Helen Lohr, Head of the Home Economics Department, the final two-week workshop was held August, 1965, at which time all progress reports and rough drafts were consolidated and organized into this publication.

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PART I

THE ORGANIZATION OF THIS GUIDE
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THE ORGANIZATION OF THIS GUIDE

Some Basic Assumptions

The local home economics program should be planned in relation to the social, economic and cultural profile of the community. It should also reflect current trends in education and society.

In developing this Guide the following basic assumptions have been made. It is assumed that teachers know:

- the bases for curriculum planning, which include what we need to know about our philosophy; about the community; about Michigan families; about the learner; about the learning process; and about the learning situation.
- how to develop and evaluate purposeful learning activities.
- how to evaluate achievement in home economics.

Division of the Guide

Part I

This explains the organization of the material to be found in this Guide and gives some suggestions of ways to use it. It also presents in chart form the relationship of each part to the overall philosophy of home economics and how teachers and students can work together in trying to achieve this big overall goal.

Levels of behavior for the cognitive, affective and psychomotor domain with check lists for each are included.

Part II

This contains illustrations in the seven subject matter areas of home economics. It shows how behavioral objectives, learning experiences, and evaluation in these subject matter areas can contribute to the understanding of the selected generalizations keyed to the main and supporting concepts.

There has been a wide acceptance of the Taxonomy of Educational Objectives developed by Bloom and others in Handbooks I and II. The members of the workshop in August, 1965, believed that the Guide should reflect this current trend in education. The illustrations included in Part II were developed with this purpose in mind.

In using this Guide it should be kept in mind that the learning experiences relate to a particular objective, but that the learning experiences do not necessarily relate to all of the generalizations listed.

Part III

This includes a brief bibliography of books. The revised books for student reference are those written or revised from 1963-65. The brief list of books and bulletins for teachers contains some that the workshop members thought would be of specific help in curriculum development. There are many other excellent publications not included because of the limitations of space.

Definition of Terms

For the purpose of this Guide the following terms have these definitions:

Concept: A word, phrase, symbol, or sentence to express the composite of meanings associated with an idea.

Basic Concepts of Home Economics: The two theories of human growth and relationships and management from which our philosophy develops.

Supporting Concept: A term, phrase, or sentence that implements a basic concept.

Generalization: Statements supported by fact or belief which apply in a number of situations.

Rationale for Structure

Home economics is the educational discipline which deals with all aspects of home and family life. In working with homes and families, we are concerned not only with the material or physical setting for family living, but also with the spiritual or emotional setting. We believe that in wholesome family life, the things are managed and organized so as to promote the welfare of the people.

Thus in preparing these materials, the two basic concepts which pervade and influence all home economics teaching, were considered to be:

HUMAN GROWTH AND RELATIONSHIPS

and

MANAGEMENT

Each has been expressed in a very broad statement, labeled a supporting concept. The supporting concept for Human Growth and Relationship is:

> Throughout Life, an Individual Builds a Set of Values Which Influence His Feelings of Personal Worth and His Relationships With Others

The supporting concept for Management is:

> Throughout Life, an Individual Builds a Set of Values Which Are Important Criteria for His Decision-Making

The subject matter of home economics in this Guide has been classified in seven areas: Child Development; Clothing and Textiles, Family Health and Safety, Family Relationships, Food and Nutrition, Home Management, and Housing and Home Furnishings.

Two main generalizations were developed for each of the seven areas. One of these related to the supporting concept, Human Growth and Relationships; the other to the supporting concept, Management.

The main generalizations for the different subject matter areas are as follows:

Subject Matter Area	Main Generalization Related to Human Growth and Relationships	Main Generalization Related to Management
Child Development	Early experiences with others initiate the development of a self-concept and influence one's ability to gain satisfaction from interpersonal relationships.	Guided practice in reflecting on experience, and in making decisions of increasing significance and complexity, helps a child to assume increasing responsibility for his own behavior.
Clothing and Textiles	Clothing choices both reflect and influence the individual's self-concept and the degree of his acceptance by others.	Decisions made about clothing management may affect the social, psychological and/or economic status of an individual or family.
Family Relationships	The family serves as a unique group where relationships are a continuing influence on personality development and the formation of standards and values.	Variations in cultural patterns and socio-economic conditions are reflected in the decisions which families make and ways in which they arrive at these decisions.
Food and Nutrition	The selection, preparation and service of food can contribute to the social and emotional, as well as the physical development of individuals and families.	The provision of food for the family is affected by management decisions made by the consumer, producer and manufacturer.
Family Health and Safety	Health and safety agencies work with individuals and families who are concerned about the over-all development and well-being of people.	Orderly care of the home, proper use and maintenance of equipment, and constant attention to safe practices, contribute to the prevention of home accidents.
Home Management	Effective organization and execution of the physical activities of homemaking can release time and energy for attending to relationships and the development of individual family members.	If decisions are made in terms of recognized principles of management, individuals and families are more likely to attain desired goals and meet basic needs.
Housing and Home Furnishings	Families gain satisfaction from housing which helps them to express such values as beauty, comfort, convenience, and safety.	Changes in population growth, composition and distribution have created new housing problems and call for increasing involvement of the whole community in housing decisions.

It is evident that each of these main generalizations is concerned with a variety of topics and activities. Each could, in fact, be the basis for an entire unit of work.

The *supporting generalizations* represent an attempt to formulate statements of learnings which would contribute to an understanding of the broader generalization. The three or four given under each main generalization are presented only as *examples*. Teachers will want to add to this list in order to include other important aspects of the subject matter area.

A New Approach

For many years, teachers have been encouraged to begin planning with statements of objectives which they hoped to work toward in their classes. This Guide suggests that, instead, teachers start planning with a *generalization*, or some basic principle which she hopes to lead students to understand, through the provision of various learning experiences.

The *first step* in planning for teaching, therefore, becomes the statement of the generalization; the *second* is the selection of the objective or goal.

Levels of Objectives

Michigan teachers are familiar with the three categories of objectives---thinking, feeling and doing---or in the more technical language of Bloom's *Taxonomy of Educational Objectives*, objectives in the cognitive, affective and psychomotor domains. Each of these types of objectives has been broken down by Bloom and others into levels or progression of difficulty.

We know that some kinds of mental activity are easier than others. It is easier, for example, to remember simple facts about food nutrients than it is to use these facts in the planning of an adequate day's diet. Bloom is suggesting that some kinds of "feeling" and "doing" activities are easier than others. The charts on pages 8, 10, 12, illustrate this point. The categories are arranged in ascending order of difficulty. The charts make clear also, that performance at each level requires the use of *all* the behavior categories which fall below it on the scale.

This Guide gives examples of behavioral objectives, at each of the levels of thinking, doing and feeling, for each of the seven home economics subject matter areas. The objectives were not constructed in a logical progression of difficulty within a single subject matter area. Instead, a variety of topics was used to show the great variety possible in objectives. However, each objective does relate to one or more of the supporting generalizations.

Some purely arbitrary decisions were made as to which topics would be placed under each basic concept when the main generalizations were formed. Some teachers might prefer a different distribution. It is important to remember that one selects subject matter in terms of the generalization, and not the other way around. It is not possible to "cover" all topics within a subject matter area. Some selection always has to be made.

There has been no attempt to arrange any of this material by grade levels. With the differences in local schools and communities and with the wide range of capabilities of young people, the teacher will want to determine for which grade level this material would be most appropriate.

The Relationship of Objectives and Learning Experiences

The learning experiences in this Guide exemplify many different types of activities. Each is keyed to one or more of the behavioral objectives. A learning experience labeled "A" requires memory; "B" comprehension; "C" application and so on. Many experiences require more than one level of activity, in more than one domain. Our thinking, feeling and doing are interrelated. How a person feels controls behavior, while what one knows does not. What one knows and does is used in behavior, but the way it is used depends on positive or negative feelings. Thinking, feeling and doing are so closely intertwined that they can be separated only in theory.

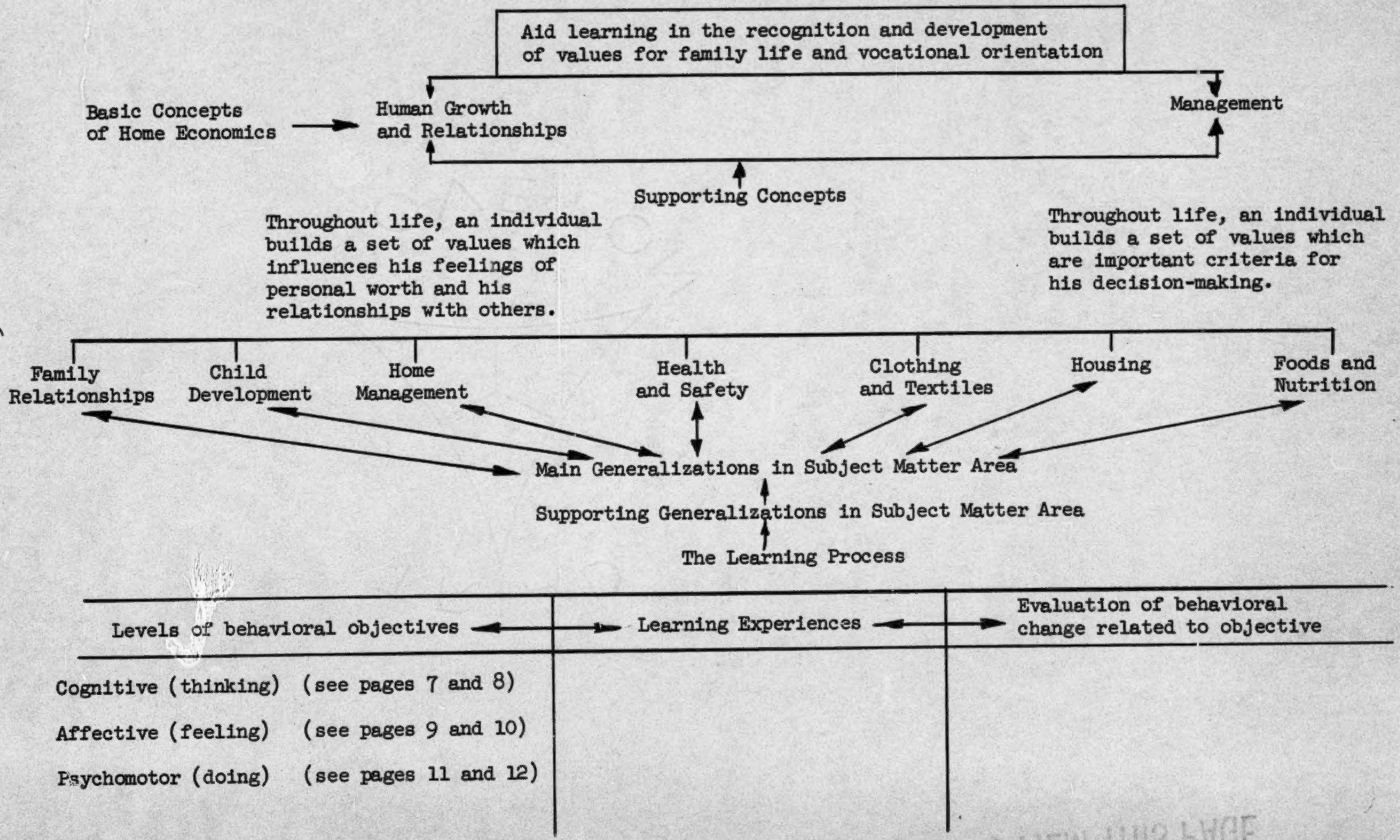
Evaluation

Evaluation and teaching go hand in hand. The Guide tries to make this clear by suggesting ways of evaluating learning along with objectives and learning experiences. A variety of means of assessing growth and behavioral change has been included. Each suggestion is also a learning experience. Also, each learning experience can be a means of evaluation. Most of the objectives are stated as learning experience/evaluation activities, too. These three columns can be used interchangeably!

A Way To Try This Guide

1. Select one of the supporting generalizations which is related to a unit you are planning to teach.
2. Decide on the level of objective you would like to aim for. (Remember that these are cumulative - valuing includes "attending" and "responding", etc.)
3. Use an objective from the Guide which is related to the generalization you are using, or use it as a pattern to make one of your own.
4. Choose one or more learning experiences related to the objective.
5. Carry out these experiences with your class, trying to teach in such a way that students will be able to express the generalization in their own words.
6. Use one or more evaluation techniques which will give you and the students some idea of how well they have achieved the objective.

PHILOSOPHY OF HOME ECONOMICS EDUCATION



Aid learning in the recognition and development of values for family life and vocational orientation

Basic Concepts of Home Economics

Human Growth and Relationships

Management

Supporting Concepts

Throughout life, an individual builds a set of values which influences his feelings of personal worth and his relationships with others.

Throughout life, an individual builds a set of values which are important criteria for his decision-making.

Family Relationships

Child Development

Home Management

Health and Safety

Clothing and Textiles

Housing

Foods and Nutrition

Main Generalizations in Subject Matter Area

Supporting Generalizations in Subject Matter Area

The Learning Process

Levels of behavioral objectives

Learning Experiences

Evaluation of behavioral change related to objective

Cognitive (thinking) (see pages 7 and 8)

Affective (feeling) (see pages 9 and 10)

Psychomotor (doing) (see pages 11 and 12)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
(Memory) (ability to recall, to bring to mind the appropriate material)	(ability to apprehend what is being communicated and make use of the idea without relating it to other ideas or material or seeing fullest meaning)	(ability to use ideas, principles, theories in particular and concrete situations)	(ability to break down a communication into constituont parts to make organization of ideas clear)	(ability to put together parts and elements into a unified organization or whole)	(ability to judge the value of ideas, procedures, methods, etc. using appropriate criteria)
					Requires synthesis
				Requires analysis	Requires analysis
			Requires application	Requires application	Requires application
		Requires comprehension	Requires comprehension	Requires comprehension	Requires comprehension
	Requires knowledge of facts, principles, conditions, etc.	Requires knowledge	Requires knowledge	Requires knowledge	Requires knowledge

LEVELS OF COGNITIVE BEHAVIOR

Taken from Dr. Marjorie Brown's materials presented at 1962 November Conference for Home Economics Teachers.

COGNITIVE CHECK LIST

1. Knowledge
    a. of facts, forms, patterns, symbols or terminology?
    b. of trends, divisions, classes or criteria?
    c. of methodology, theory, principles or generalizations?

2. Comprehension
    a. of translation (into own words)?
    b. of interpretation (a brief summary)?
    c. of extrapolation (implication and consequences)?

3. Application
    a. of ideas in concrete situations?
    b. of principles, ideas, and theories?
    c. of process or procedure?

4. Analysis
    a. of basic elements?
    b. of relationship of the parts?
    c. of structure, unit, idea, or material?

5. Synthesis
    a. of communications? and generalizations?
    b. of combinations and plans?
    c. of creative behavior?

6. Evaluation
    a. of value judgments on internal evidence?
    b. of value judgments on external evidence?

Receiving	Responding	Valuing	Organization	Characterization
(attending) (becomes aware of an idea process or thing; is willing to learn, and to try a particular behavior)	(makes response at first obediently, later willingly and with satisfaction)	(accepts worth of a thing, an idea or a behavior; prefers it; acts to further it as a value; develops a commitment to it)	(organizes values; determines interrelationships; establishes some as dominant and pervasive)	(integrating) (generalizes certain values into controlling tendencies; later integrates these into a total philosophy or world view.)
				Requires organization of values
			Requires development of values	Requires development of values
		Requires a response	Requires a response	Requires a response
	Begins with attending	Begins with attending	Begins with attending	Begins with attending

LEVELS OF AFFECTIVE BEHAVIOR

AFFECTIVE CHECK LIST

1. Receiving (attending)
   - a. awareness of a new idea, object, process or state of affairs?
   - b. willingness to pay attention to the new condition or thing?
   - c. selection of favored stimulus and development of a definite and evident interest?

2. Responding
   - a. compliance with suggestions or requests?
   - b. willing cooperation and voluntary action?
   - c. evident satisfaction in responding?

3. Valuing
   - a. emotional acceptance of the value or worth of some idea, quality or thing?
   - b. evident preference for a value, which shows in behavior?
   - c. commitment to a value which results in increased involvement and attempts to convince others of its worth?

4. Organization
   - a. definition and isolation of a value concept?
   - b. organization of a complex of values into an ordered relationship with one another?

5. Characterization (integrating)
   - a. development of certain values into controlling tendencies or behavior guides?
   - b. integration of a number of values into a coherent philosophy or view of life?

			Adapting (makes individual modifications and adaptations in the process to suit the worker and/or the situation)
		Practicing (repeats steps until some or all aspects of process become habitual, requiring little conscious effort; performs smoothly)	Requires practice
	Imitating (follows directions; carries out steps with conscious awareness of effort; performs hesitantly)	Requires imitation	Requires imitation
Observing (watches process; pays attention to steps or techniques and to finished product or behavior; may read directions)	Requires observation, or reading of directions	Requires observation, or reading of directions	Requires observation, or reading of directions

LEVELS OF PSYCHOMOTOR BEHAVIOR

PSYCHOMOTOR CHECK LIST

1. Observing
    a. attention to details and result of process as performed by person or film?
    b. reading and study of written directions, charts, and/or diagrams?

2. Imitating
    a. following of steps in a conscious attempt to repeat the performance of teachers?

3. Practicing
    a. Repetition of process until smooth performance requiring less conscious effort is attained? (May require intervals of return to observation and imitation)

4. Adapting
    a. adaptation and modification of the process to suit the worker and/or the situation which is a result of intellectual analysis and decision?

PART II

ILLUSTRATIONS IN THE SEVEN SUBJECT MATTER AREAS OF HOME ECONOMICS - A PROCEDURE FOR ORGANIZING THE CURRICULUM

- Child Development
- Clothing and Textiles
- Family Health and Safety
- Family Relationships
- Food and Nutrition
- Home Management
- Housing and Home Furnishings

Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influence his feelings of personal worth and his relationships with others.

Subject Matter Area: CHILD DEVELOPMENT

Main Generalization: Early experiences with others initiate the development of a self-concept and influence one's ability to gain satisfaction from interpersonal relationships.

Supporting Generalizations:

1. Though human growth follows a general pattern, each individual is unique in his potentialities and develops at his own rate in his own distinctive way.
2. Freely given love and attention help a child to develop a sense of personal worth.
3. Individuals modify behavior in order to attain and maintain the acceptance of others.
4. Increased understanding of the development of children may help in gaining more understanding of one's own development and behavior.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking)		
A. Remembering: Recall basic human needs, factors which influence social and emotional development, stages in the general growth pattern, ways to show love to children, etc.	*1. Prepare bulletin boards, using pictures or cartoons to illustrate: A a. different stages of physical development b. expressions of various emotions c. basic human needs	1. Objective Test List and/or give examples of needs, factors, stages, etc. as listed under (A).
B. Comprehending: Explain ways in which hereditary and environmental factors may affect social interaction. Predict possible effects of childhood deprivation.	*2. Develop a chart of characteristics or stages of development - physical; social- A emotional; mental. Verify with references. B Discuss variations and possible causes for variations.	2. Objective Test Match descriptions of characteristics with the stages of which they are typical.
C. Applying: Interpret observations of interactions between adult and child, or child and child, using newly developed vocabulary and understandings.		3. Confidential Paper "Some hereditary or environmental factors which influenced my physical, social, or emotional development."

Behavioral Objectives

D. Analyzing:
Distinguish behavior which is characteristic of a particular growth stage from behavior which is probably characteristic of a particular individual.

E. Synthesizing:
Plan with group for ways to use the new understandings and attitudes when actually working with children.

F. Evaluating:
Assess own behavior with regard to improved ability to:
  estimate stages of development (physical, social, etc.) on the basis of observed behavior;
  follow recommended techniques for meeting children's needs and forming relationships with them.

Affective (feeling)

G. Attending:
Become aware that children's development can be influenced by the attitudes and behavior of others.

H. Responding:
Show interest in learning more about the influence of environment on the development of oneself and others.

Learning Experiences

*3. View films, such as:
"Life With Baby" 18 min.
B National Film Board of Canada
C "Terrible Twos and Trusting Threes" 22 min.
D McGraw-Hill
"Frustrating Fours and Fascinating Fives" 22 min. McGraw-Hill
"He Acts His Age" 15 min. McGraw-Hill

- a. Show film first without sound to make it easier to observe stages of development; either physical, or social-emotional.
- b. Verify findings by using references on development at different ages.
- c. Repeat film with sound and compare narrator's comments with your observations.

4. Read and discuss The Children's Charter set up by the White House Conference on
B Children and Youth.

*5. Observe and make a factual record of what happened in several situations of adult-
C child or child-child interaction. Write
G a report answering the questions:
K a. What did they say?
L b. What did they do?
c. What do you think this means?
d. What do authorities say this means?

6. Use some of the above situations as a basis for class discussion interpreting
C the observations - or for role-playing,
G suggesting alternative methods of handling the situations which involve an adult.

Evaluation

4. Response to Film
Relate behavior shown in film to developmental stages already discussed.

5. Anecdotal Record of Child Known to Student
Distinguish between behavior typical for a particular stage and behavior which is probably characteristic of the particular child.

6. Response in Discussion
Show interest in planning for play school, volunteer to bring needed equipment, to contact children, etc.

7. Check List
Evaluate behavior when with children by list made in class. Note progress made over a series of experiences while baby sitting, etc.

8. Evidence of Awareness and Concern
Bring in articles, news items, etc. which toll about undesirable environments for children and/or report on efforts to improve these

Behavioral Objectives

I. Valuing:
Believe in the importance of the development of feelings of personal worth.

Be anxious to guide children so as to make a positive contribution to their development.

J. Organizing:
Begin to form some criteria by which to evaluate the social and emotional environment of a child.

K. Integrating:
Be consistent in interpreting children's behavior in developmental terms and responding accordingly.

Psychomotor (doing)

L. Observing:
Watch as teacher, parents, or film shows techniques of lifting, carrying, dressing, feeding, diapering, bathing, etc.

M. Imitating:
Repeat techniques in artificial or contrived situation in the classroom.

N. Practicing:
Practice techniques at home, in baby sitting, or in other real situation.

O. Adapting:
Develop modifications of techniques to fit a particular child or situation.

Learning Experiences

7. Prepare a check list of recommended practices to use in contacts with
F children. Use in several situations and
G evaluate your own performance. Make
I plans for needed improvements in techniques or attitudes.

8. Plan and carry out a play school, or
E some other group experience with
L children.
M
N
O

9. Brainstorm:
What characteristics are involved in a
B "feeling of personal worth". How is this feeling developed?

*10. Read and discuss references on "What it means to be a parent."
G Consider:
I a. Satisfactions of parenthood-watching and guiding growth
J b. Knowledge about child development which is needed
c. Ways of providing love, attention, and psychological support to children

What can you do right now to prepare to be a desirable guide and model for your children? How perfect can a parent be?

Evaluation

9. Participation in Play School
Demonstrate eagerness to have one, verbalize values to be gained, display growth in ability to use desirable management techniques, etc.

10. Essay
"Some Qualities I Hope To Have As a Parent" or, "Directions In Which I Need to Improve In Order To Be A Good Parent"

11. Reaction to Children
Desire to have more contacts with them, and to take part in caring for them.
Comments which show appreciation of children as developing personalities rather than as playthings, miniature adults, etc.

Behavioral Objectives	Learning Experiences	Evaluation
	11. G L Watch a young mother demonstrate techniques of physical care which help a baby feel secure and loved. Observe variations of these techniques in other situations and react in terms of the degree of affection and support different practices seem to give.	
	12. M N O Make opportunities to be with children and practice expressing love and support through physical care.	

* It has been suggested that in these particular learning experiences it would be desirable to use text and reference materials. A list of some of the books copyrighted 1963-65 is included in Part III Bibliography. Others are included in the "Annotated Bibliography" No. 2142, and "A Supplement to Bulletin No. 2142".

Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life an individual builds a set of values which are important criteria for his decision-making.

Subject Matter Area: CHILD DEVELOPMENT

Main Generalization: Guided practice in reflecting an experience, and in making decisions of increasing significance and complexity, helps a child to assume increasing responsibility for his own behavior.

Supporting Generalizations:

1. Value systems are developed as a result of having experiences and of thinking about and reacting to those experiences.
2. The more accurately an individual perceives his values, the greater his ease in deciding on courses of action which will be in conformity with them.
3. Recognition for constructive achievements in work and play situations encourages a child to gain satisfaction from desirable activities.
4. Necessary limits will be more acceptable to a child if imposed in an atmosphere of mutual trust and affection.
5. Homes, schools, and communities share responsibilities for helping children to become self-directed adults.

(These items can also be learning experiences and should be used as such.)

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking)		
A. Remembering: Define terms, as: values, experience, decision-making, self-directed, discipline, punishment, guidance	1. List some things which people value (after first defining the term). A Discuss experiences which may have D led to this value.	1. Objective Test Given a series of definitions, write in the term defined.

Behavioral Objectives

B. Comprehending:
Summarize the characteristics of "good discipline" for a child.

C. Applying:
Apply the general principles relating to punishment to specific cases of misbehavior.

D. Analyzing:
Determine some values which might result from common childhood experiences.

E. Synthesizing:
Relate learnings about stages of development to the types of punishment suitable for children at the different levels.

F. Evaluating:
Recognize and weigh values involved in a number of incidents of child-adult interaction.

Affective (feeling)

G. Attending:
See that the guidance of children is based on values consciously or unconsciously held.

H. Responding:
Indicate reaction to effects of various methods of limiting behavior.

Learning Experiences

2. List some decisions which you make now. Which of these couldn't you make at age 10?
A At age 5? Why? What determines readiness
D for decision making? How does a child learn to make wise decisions? How does ability in decision-making contribute to maturity?

*3. Compare definition of vocabulary terms
A given in several references and work out
B a definition of each for use in class.

4. Collect examples of behavior for which children are punished. Try to classify
F the behaviors, for example:
H harm to self
harm to others
harm to property
interference with other's activity, etc.
Does the type of punishment used seem to bear any relationship to the type of behavior?

*5. List kinds of punishment you have heard of or observed. Read what authorities have
E to say about various kinds of punishment.
F Check their views with your own experience.
G Decide on some general principles to consider in punishing children. Can you make a distinction between desirable and undesirable practices?

Evaluation

2. Value Record
Decide on two or three values that you feel that you hold now. Collect evidence for a week as to decisions made which showed that you actually do hold these values. Write a short paragraph on what was learned from this experience.

3. Objective Test
Select from a list of statements about discipline those which are in line with the philosophy discussed in class.

4. Application of Principles Exercise
Given a situation, possible courses of action and a list of reason-statements, select a course of action and a justifying reason for it.

As an alternative, students may be given a situation and asked to tell what they would do and why.

Behavioral Objectives

I. Valuing:
Accept the idea that adult behavior has a definite effect on children's attitudes and behavior.

J. Organizing:
Relate previous ideas about discipline to new concept studied in class.

K. Integrating:
Judge appropriateness of behavior in terms of values which underly it.

Psychomotor (doing)

L. Observing:
Observe child of 3 or 4 being assisted with dressing, bathing, learning some skill which adult knows, etc.

M. Imitating:
Act out with classmates - procedure for teaching some game or skill to be used in play school or home experience.

N. Practicing:
Carry out activity in the play school or with children at home.

Learning Experiences

6. View film: "Of Skates and Elephants"
Class may divide into four groups,
D one for each character, and watch in
F order to answer these questions:
G What did the person do?
H How did he (she) feel about it?
I How did he (she) show his feelings?
J Discuss the values held by the parents,
K the behavior which led to the punishment
and the suitability of the punishment.
How do children learn to be unselfish?

*7. Analyze case study: Jimmy, age 4, had
been playing out of doors with Bob. The
B boys began arguing about a toy wanted by
F both. Bob's mother called him home. Soon
G Jimmy went to Bob's house to play. When
H his mother called him, he refused to come
I home. She went after him, spanked him, and
K threatened to put him to bed without lunch.
What problems were involved?
What factors will determine how the situation is handled?
What disciplinary measures might be suited to this situation?
Draw some conclusions in the form of generalized statement. How might these apply in future situations and at different age levels?

8. Formulate some specific directions for
E guiding children's behavior and handling
L certain situations during the play school.

Evaluation

5. Analysis of Situation
Read a short story or anecdote about a childhood experience (Reader's Digest has some good possibilities) and analyze in terms of the possible effect on the child's developing value system.

6. Objective Test
Check a list of various punishments as being (a) undesirable, (b) desirable for younger children in some situations, (c) desirable for older children in some situations.

7. Essay
"An Adult Who Has Influenced Me" (should indicate what the influence has been)

8. Reaction Paragraph
"Ways in Which My Ideas About Discipline (or Punishment, or the Responsibility of Parents, etc.) Have Changed During This Unit."

Behavioral Objectives	Learning Experiences	Evaluation
0. Adapting: Vary techniques to use with handicapped or mentally retarded children, with those of a different age level, etc.	9. Role-play situations in order to practice these techniques and language forms. M N	9. Observation or Anecdotal Records Show interest in watching and caring for children by facial expression, comments, volunteering for opportunities to be with children, etc. (May be done through a play school.)
	10. Observe techniques used by kindergarten or PE teacher in teaching a new game or skill. L	10. Response in Discussion Show understanding of more than the most obvious factor. Can formulate simple but accurate generalized statements.
	11. Volunteer to assist in community child-care activities, as a class or as an individual. O.	11. Response in Role-Playing Can select appropriate responses for various situations. Can give reasons for a particular response.

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Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influence his feelings of personal worth and his relationships with others.

Subject Matter Area: CLOTHING AND TEXTILES

Main Generalization: Clothing choices both reflect and influence the individual's self-concept and the degree of his acceptance by others.

Supporting Generalizations:

1. Selection of clothing can affect your personality, your appearance and the way you feel about a social situation.
2. Individual goals, values, and resources are factors in making decisions related to personal and family clothing problems.
3. Clothing styles are influenced by political, social, and economic conditions as well as geography, climate, and individual preferences.
4. The relative importance attached to clothing and grooming varies among different cultures, economic groups, and individuals.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking)		
A. Remembering: Identify occasions for which clothing is needed dress considered to be appropriate for various occasions basic principles of line, color, design, etc. characteristics of currently popular clothing styles styles of particular historical periods, etc.	1. List activities for which clothing is A needed, and develop characteristics of C suitable clothing for each occasion. 2. Collect pictures of appropriate clothing A for different occasions, and check B suitability by developed criteria. 3. View or make bulletin boards illustrat- A ing principles of line, color, design, B etc.	1. Objective Test Define terms relating to color, line, etc. Answer factual questions attached to pictures illustrating various principles, clothing styles, etc.

Behavioral Objectives

B. Comprehending:
Give examples of the way, line, color, etc. can be used to modify an individual's appearance.

C. Applying:
Improve own appearance by using line, color, etc. to give desired changes in effect.

D. Analyzing:
Analyze wardrobe plans presented by class members in terms of the combinations of garments which are possible.

E. Synthesizing:
Plan a wardrobe for a particular situation, e.g. a two weeks vacation in a definite setting, considering all the factors studied in class.

F. Evaluating:
Compare our clothing customs with those of other areas, cultures and periods.

Learning Experiences

*4. Distinguish between classic or conservative
and "high-style" fashions by using pictures
A or sketches.

5. Study self and decide on some becoming lines,
colors, designs, textures, etc. Explain
B why these particular features are becoming,
C using appropriate vocabulary.

6. Take part in a day when all class members
agree to wear a school outfit which is
C especially becoming. Analyze individual
D choices and make suggestions for improvement.

7. Plan a wardrobe for a particular situation,
E for a particular person.

8. Invite a foreign student or adult to discuss
clothing in her culture and the value
F given it there.

9. Trace the history of some article of
A clothing or some accessory (e.g. shoes,
F handkerchiefs, shorts for women) carrying
H it down to the present day.

10. Report on the ways in which historical
A situations and socio-economic conditions
F have influenced styles in clothing.

11. Find pictures of paintings or sculpture in
F which dress is an important artistic element.
G Identify the historical period by noting
H the features of the clothing style.

Evaluation

2. Application of Principles
Given examples of persons with various figure problems, coloring, etc., select appropriate garments from several possibilities given and select reasons for your choice from a list of reasons given. Alternatively (more difficult) sketch garments suitable for modifying the given condition, and recall reasons, stating them in your own words.

3. Personal Analysis
Fill in guide form with measurements, coloring, etc. Write a paragraph summarizing features to be emphasized by clothing choices and those to be modified.

4. Costume Selection
Using sketches, magazine illustrations, fabric swatches, etc. prepare a visual presentation of a costume suitable for you, for some particular occasion. Justify your choices by citing principles studied in class.

Behavioral Objectives

Affective (feeling)

G. Attending:
Develop awareness of aethestic factors in dress and of the concept of appropriate dress.

H. Responding:
Look for more material on appropriate dress, clothing styles, dress in other countries, etc.

I. Valuing:
State the factors that influence personal clothing preferences.

J. Organizing:
Recognize how the clothing customs of other people affect your feeling for them.

K. Integrating:
See the value attached to dress and grooming in relation to one's other values (possibly give dress related activities less attention).

Learning Experiences

12. Investigate the national dress of those
countries which are represented in the
F ancestral backgrounds of class members.
H Find out if it is ever still used today.
J Use information on a bulletin board or
in an exhibit.

13. Make a survey. Each class member ask a
specified number of people what three
I factors they consider in choosing a new
K dress. Summarize responses. What values
are implied? Classify by older and younger
age groups. Are there differences? How
do the results compare with your own
values?

14. Keep a record for a week of all the time
spent in dressing, grooming, and caring
I for clothing. Does the total seem
K excessive in relation to your other
activities or in relation to the value you
place on dress?

Are you, on the contrary, spending too little time in this activity to maintain desired standards of appearance?

15. Collect ideas for inexpensive accessories
and observe demonstrations of their
L construction and use.

Evaluation

5. Wardrobe Analysis
Criticize wardrobe plans presented by teacher (or by other class members) in terms of agreed on criteria.

6. Report (Learning Exp. 9 and 10)
Judge in terms of amount of information, organization, techniques of presentation, interest, aroused in audience, etc.

7. Response to New Ideas
Show, through comments, facial expression, etc., greater acceptance of variations in clothing selection and more understanding of possible reasons for these.

8. Short Essay
"Values I am Trying To Express in My Clothing Choices."

Behavioral Objectives	Learning Experiences	Evaluation
Psychomotor (doing)		
L. Observing: Watch demonstration of "mixing and matching" wardrobe items: a. Accessorizing a basic dress for different occasions b. Tying scarves in various ways, making accessories, etc.	16. I L Sponsor a "Swap-Shop" where accessories which do not fit with one person's wardrobe can be exchanged for some that do. 17. L M N O Learn how to knit, crochet, braid, embroider, etc. and use this skill to make accessories. Develop these abilities, not in class, but outside as home experiences or creative leisure time activities.	9. Behavioral Application Over a period of time, make some obvious changes in dress. (Improvement in cleanliness, pressing, color harmonies, accessorizing, etc.)
M. Imitating: Follow directions of demonstrator and attempt to use own items in the ways shown.	18. L M N O Put handmade touches on ready-made garments, perhaps to use as gifts for friends.	10. Development of New Interests or Hobbies Become interested in accessory selection, and combination. Develop skill enough to make some types with satisfaction to self and others. Do this voluntarily, outside of class, but report progress to teacher, bring articles to show, etc.
N. Practicing: Try the new techniques regularly, with school clothes as well as for special occasions.		
O. Adapting: Invent some new types of accessories, or use purchased ones in original ways.		

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Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life, an individual builds a set of values which are important criteria for his decision-making.

Subject Matter Area: CLOTHING AND TEXTILES

Main Generalization: Decisions made about clothing management may affect the social, psychological and/or economic status of an individual or family.

Supporting Generalizations:

1. Satisfaction from clothing purchases may be increased if one is able to interpret and apply relevant information from advertising, labels, and non-commercial agencies.
2. Skill in clothing construction may provide personal satisfaction and enjoyment, and also make it possible to reduce clothing expenses.
3. The appearance and wearing qualities of clothing can be improved if suitable methods of care and cleaning are used.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking)		
A. Remembering: List types of information to be found on labels; names of sewing machine parts and their purposes; steps in washing sweaters, pressing skirts, removing stains, and similar care procedures; reliable sources of information about fabrics, etc.	1. Collect labels, hang tags, and advertisements. Make a list of terms found on A these items and work out definitions. B Distinguish between informative words G and phrases, and those with no actual content, or purely an emotional appeal. Make a bulletin board display of your findings.	1. Objective Tests Match names of machine parts to list of functions Fill in names of parts on a machine diagram. Rearrange scrambled lists of steps in various processes so that they are in correct order.
B. Comprehending: Explain the meaning of terms found on labels, such as "Sanforized, pre-shrunk, water repellent, wash and wear", etc.	2. Keep tags from garments purchased during the unit. Compare actual qualities of the B garment with those promised in the label- C ing. Share experiences as a class. What might be some reasons for observed discrepancies?	

Behavioral Objectives

C. Applying:
Use knowledge gained from study of labels, etc. when making some needed clothing purchase, or caring for some recently bought garment.

D. Analyzing:
Study a pattern in order to list the processes which will be required to complete the garment. Compare garment characteristics with label descriptions.

E. Synthesizing:
Plan an order of work for completing a garment. Plan a routine for keeping one's clothing in good condition with a minimum of time and effort. Plan a clothing budget for a hypothetical married couple, young business girl, college student, etc.

F. Evaluating:
Make judgments as to the value of advertising in helping one to make clothing decisions. Justify the decisions made in setting up the clothing budget. Evaluate the quality of the garments constructed in terms of criteria set up by class. Judge the usefulness of a plan for routine clothing care.

Learning Experiences

3. Make a "shopping plan"for some
garment you need to buy soon. Include
B features desired, price range, infor-
C mation to be gained from labels,
G observation, try-on, etc. Carry out
I your plan. Did it seem to increase your
satisfaction with the item?

4. Observe a demonstration of a skilled
shopper selecting a dress or coat. Note
C how important information can be gathered
L very quickly if one has a definite plan
of procedure.

5. Study mail-order catalog descriptions for
certain garments. (Include the illustra-
A tions) What information can be gained?
B How does it compare with that available
F on the tags or labels previously studied?

*6. Investigate the care recommended for
various items of clothing. Share individ-
E ual experience and practices with class.
Develop a routine of clothing care for
personal use. Try it out, evaluate, and
revise if necessary.

7. Set up clothing budgets for a hypothetical
or an actual situation. Explain the
E reasons why you divided the money as you
J did.

Evaluation

2. Application of Information
Design a hang-tag for a skirt or dress or coat which will contain the information which you would like to have when you shop for such a garment. Have shopping plan checked in terms of amount of information which would be obtained, organization for saving time, etc.

3. Changes in Attitude
Show increased willingness to spend time in preparing to buy a garment; less concern with things such as "What will the clerk think?", "That takes too long," etc.

4. Analysis of Advertisements
Identify informative phrases and those which are emotionally colored. Summarize the total information given by the advertisement.

Behavioral Objectives

Affective (feeling)

G. Attending:
Become aware of the value of labels. Realize that home made garments can save one money.

H. Responding:
Be willing to do what is necessary in order to learn to sew well. Find satisfaction in constructing clothing.

I. Valuing:
Desire to use information gained to improve techniques of clothing construction, purchase and care.

J. Organizing:
Rank factors to be considered when planning clothing purchases in terms of a personal value hierarchy.

K. Integrating:
Arrive at some personal resolution of the quality-quantity conflict in relation to clothing purchases.

Psychomotor (doing)

L. Observing:
Watch demonstrations and/or read directions for the various processes used in clothing construction, and in caring for different types of garments.

Learning Experiences

8. Debate the question:
Resolved: "It is better to have many
J garments of lesser quality rather than a
K few garments of higher quality."
Discuss factors which would influence one's personal answer to this problem.

9. Observe demonstrations (by teacher, film,
I or classmates) of various construction
L and clothing care processes. Practice
M as needed to develop the desired level of
N skill before working on a garment.
O

10. Study a pattern, with the aid of a pattern study guide. Make a plan of procedure for completing the garment planned.

11. Try to carry out some simple construction process from printed directions and
I diagrams, without observing the actual
M process. (One cannot always find a
N teacher when one wishes to learn a skill
O of some type.)

12. Evaluate finished garments by a check
F list developed in class.

13. Compare cost and quality of class constructed garments with that of similar
F ready-made garments. What factors influ-
G ence a decision to make or buy a particular
H item?

Evaluation

5. Response in Discussion
Show by comments:
awareness of personal values, of values of others, of factors which influence decisions, etc.
Indicate some eagerness to know more about fabrics, processes etc., in order to become a better informed consumer.

6. Performance Tests
Demonstrate ability to use machine, carry out certain processes, follow printed directions, lay out paper patterns, remove spots, etc.
This ability might be shown also in classroom or open-house demonstrations or in home projects.

7. Work Habit Check List
Develop this checklist with class and rate oneself at intervals.
Have follow-up conference with teacher to make plans for needed improvement.

Behavioral Objectives	Learning Experiences	Evaluation
M. Imitating: Repeat each process immediately after the demonstration, making samples for the more difficult construction processes.	14. View filmstrip, "Directing Your Dollars" (available from Institute of Life Insurance, 488 Madison Avenue, New York F 22, New York). Stop after the first set G of frames about Alice's problem, and J discuss. Role-play solutions based on different values. Vary procedure with second set of frames. Write your solution before class discussion. See if you change your mind after discussion.	8. Evaluation of Garments Constructed Show ability to judge quality in construction by evaluating one's own garment, and also the garments of other members of the class.
N. Practicing: Make similar garment at home, possibly for a family member, so as to gain additional skill through more practice.		9. Evaluation of Ready Made Garments Use a class constructed check list and demonstrate ability to rank several items of the same kind (slips, skirts, blouses, etc.) according to the quality of construction.
O. Adapting: Develop own short cuts for construction processes, and test by quality standards.		

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Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influence his feelings of personal worth and his relationships with others.

Subject Matter Area: FAMILY HEALTH AND SAFETY

Main Generalization: Health and safety agencies work with individuals and families who are concerned about the overall development and well being of people.

Supporting Generalizations:

1. Physical and mental health are closely related and promoted by similar conditions.
2. Communities can cooperate to promote a more healthful environment and to support services which individuals would find it difficult to provide for themselves.
3. Responsible citizens will use and cooperate closely with state and local agencies related to health and safety.
4. Caring for less seriously ill persons at home will relieve the strain on hospital facilities and may often be better for the patient.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (knowing) A. Remembering: List: characteristics of good mental health; agencies which care for different classifications of health problems; qualities of a healthful environment; equipment needed to give a bed bath; foods included in liquid, soft and light diets, etc.	1. Invite school counselor or other resource person to talk on good mental health. A H Make a list of practices to follow as a high school student which will further mental health.	1. Recognition of Good Mental Health Practices Given descriptions of situations where persons reacted to fears, anger, frustration, lack of ability, etc., identify those reactions which contribute to and are indications of sound mental health.
	2. View film, "Nation's Mental Health" 18 min., March of Time. Discuss ways to improve public attitudes toward psychology, psychiatry, and mental illness. A G I J	
	*3. Study up-to-date statistics on current health problems. Are there any such figures for your community? A F	

Behavioral Objectives

B. Comprehending:
Be able to recognize symptoms which indicate the need to call a doctor.

C. Applying:
Select agencies where one could receive help for certain types of health problems.

D. Analyzing:
Analyze case studies describing family health programs. Be able to identify assumptions and misleading statements or inferences, in advertising for drugs and other products claimed to be good for one's health.

E. Synthesizing:
Outline a family program which would encourage the development of good physical and mental health for all members of the group.

F. Evaluating:
Evaluate the adequacy of the health services available in the local community.

Learning Experiences

4. Survey community and try to make a
complete list of agencies which will give
A help with health and safety problems. What
F kind of problems does each handle? How
C does a person make contact with the agency?
What costs are involved? Share findings
through bulletin boards, posters, exhibits,
or a "fact folder" for distribution in
the community.

5. Discuss the relationship of dress and
A grooming to personal health.

6. Analyze case studies to evaluate judgment
A in home and family health practices.
D Compare health practices of different
E generations or cultures.

7. Make an anonymous survey of personal
G health practices of class members.
H Analyze and discuss ways to improve.
K Encourage individuals to make personal
plans for action.

*8. Read about relationship between emotional
upsets and physical illness. See films
A such as
G "Emotional Health" 20 min., McGraw-Hill
I "Mr. Finley's Feelings" 10 min.,
Metropolitan Life Insurance Company

Evaluation

2. Knowledge of Agencies Which Assist in Health and Safety Problems
Given a list of common problems or questions, determine the person or agency where one could go for help and/or information.

3. Objective Tests
Given a list of practices, check those which are harmful to health. Given a list of foods, check those appropriate for each of the different types of diets. Given a list of symptoms, check which should be referred to a doctor at once.

4. Caution in Interpreting Health Related Advertising
Respond with scepticism to exaggerated claims, unsupported facts, non-authoritative testimonials and the like, when these appear in newspaper, magazine, and television advertising.

Behavioral Objectives

Affective (feeling)

G. Attending:
Become aware of the importance of early recognition and treatment of physical and mental health problems.

H. Responding:
Practice the rules of good health, particularly with regard to rest, food, and sanitation.

I. Valuing:
Develop positive attitude toward the use of local and state health agencies when a family member could be helped in this way.

J. Organizing:
Form judgments as to the responsibility of society for rehabilitating as many ill and handicapped persons as possible.

K. Integrating:
Show, through speech and behavior, that health lies near the top of one's personal value hierarchy.

Learning Experiences

9. D Analyze current advertising related to family health and home safety. Why are people so easily "taken in" by such appeals? Discuss ways to prevent or relieve headache, "upset stomach", constipation, tenseness, etc. without the use of drugs.

10. I J Make a study of the value and details of health and hospital insurance including Medicare, etc.

11. A B List symptoms of illness and classify those which require immediate medical attention. Role-play describing symptoms accurately to a doctor.

12. M N O Make and display, practical and convenient improvised home nursing equipment.

13. L M N O Show examples of diversions and entertainment for the sick and convalescent of different ages.

14. L N O Dramatize procedures to use when visiting a sick person. Discuss the kinds of gifts, flowers, etc. which are suitable.

Evaluation

5. Interest in Maintaining Health at an Optimum, Rather Than a Minimum Level
Be willing to evaluate personal health practices and develop habits which will contribute to a higher level of bodily function.

6. Concern for the Health of Other People
Refrain from habits which might be harmful to the health of others, such as coughing in another's face, washing dishes in cold water, baby-sitting when you have a cold, etc. Show, by comments, concern for helping the handicapped and the aged live as normal a life as possible.

Behavioral Objectives	Learning Experiences	Evaluation
Psychomotor (doing)		
L. Observing: Observe home nursing techniques as shown by film, teacher, Red Cross nursing instructor, etc.		7. Demonstration of Skills Develop ability to carry out basic home nursing skills in a competent manner with a sympathetic but not an emotional attitude.
M. Imitating: Repeat selected techniques, choosing those most commonly needed in the home.		
N. Practicing: Practice nursing procedures at home, or as a volunteer in a hospital or other community institution.		
O. Adapting: Improvise equipment and techniques for home care of the sick.		

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Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life, an individual builds a set of values which are important criteria for his decision-making.

Subject Matter Area: FAMILY HEALTH AND SAFETY

Main Generalization: Orderly care of the home, proper use and maintenance of equipment, and constant attention to safe practices, contribute to the prevention of home accidents.

Supporting Generalizations:

1. Ignorance of potential hazards in the use of electricity, chemicals and machinery increases the danger of accidents.
2. Young children and the aged are especially likely to be hurt in home accidents.
3. Knowledge of first aid enables an individual to handle emergency situations more successfully.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (knowing)		
A. Remembering: List common causes of home accidents; safety precautions in using certain pieces of home equipment; steps in carrying out various first aid procedures; criteria for a safe toy for a toddler; sources of help in an emergency, etc.	1. Classify common types of home accidents. A Develop lists of preventive measures for B each type. 2. Collect newspaper clippings of accidents. A Can the cause be determined? 3. Make an exhibit of safe toys for children of different ages. Use captions to make A clear the criteria by which they were selected. 4. Compile a check list for home safety-organizing it according to the rooms in the E house. Use the list at home, then summarize F the class results. Plan to make as many H needed improvements as possible. Check the homemaking department in the same way.	1. Objective Tests Distinguish between safe and unsafe ways of using a piece of equipment. Given a particular accident, list possible ways of preventing it. Given a particular injury and a list of first aid techniques, select the best way to treat the injury. (may be required to give a reason for each choice, also)

Behavioral Objectives	Learning Experiences	Evaluation
B. Comprehending: Understand ways in which house-keeping practices can contribute to the prevention of accidents.	5. Teach younger children safe ways to I use toys, equipment, etc.	2. Interest in Making the Home Safer Comment on hazards discovered by the use of the home check list and results of efforts to improve conditions there. Refer to parents' comments about increased caution shown in hazardous situations, concern for keeping things in order; watchfulness of small children, etc.
C. Applying: Apply first aid techniques in hypothetical situations.	6. Make plans for procedures at home in case of fire. Carry out a home fire drill. Try E to encourage the family to see the G importance of this.	
D. Analyzing: Determine emotional and physical factors which may be involved in home accidents.	7. Investigate the concept of "accident-proneness". What is the latest infor- D mation you can find?	
E. Synthesizing: Develop a realistic family code of safe procedures which could result in a reduction of home accidents.	8. Invite other teachers to contribute their special knowledge to this unit, e.g., G chemistry teachers on safe use of household H chemicals; biology teacher on bacteriology; I physical education teacher on body-mechanics, first aid and exercise; school nurse on home nursing and communicable diseases, etc.	3. Essay Investigate some topic related to this unit and organize findings into an informative paper. Possible subjects could include: "Keeping Small Children Safe In a Car" "Preventing Accidental Poisoning of Children" "Safe Methods of Home Canning" "Preventing Falls In The Home" "Home Fire Drills" "Changes in the Care of Communicable Diseases"
F. Evaluating: Evaluate one's home according to a safety check list.	9. Practice the safe use and maintenance of B various pieces of household equipment. K L M N	
Affective (feeling)		
G. Attending: Become much more safety conscious.		
H. Responding: Demonstrate willingness to assume personal responsibility for eliminating hazards in the home and at school.	10. Determine safe ways to store medicines, B soaps, cleansers, bleaches, garden supplies, J electrical equipment, etc. Why is an K orderly home likely to be a safer home?	

Behavioral Objectives

I. Valuing:
Accept the importance of developing safe habits.

J. Organizing:
Begin to see health and safety practices as an aid to a happy and productive life rather than as interference with "fun".

K. Integrating:
Is consistent in looking for the safe ways to carry out any activity.

Psychomotor (doing)

L. Observing:
Watch as first aid procedures, safe ways of doing household tasks, proper care of equipment, etc. are demonstrated by teacher, resource person, or film.

M. Imitating:
Try out these procedures, with the first efforts closely supervised by an instructor.

Learning Experiences

11. Make a list of materials needed for an adequate first-aid kit for home and/or car. Arrange each for your family, if possible.
G
H

12. Form small groups to study certain common emergency situations and show proper techniques for handling these.
C
L
M
N
O

13. Determine the location and proper use of the available fire-fighting equipment.
G
H

14. Make a list of safe practices to follow when baby-sitting, cooking, cleaning, caring for clothing, etc.
H
I
J
K

15. Investigate the local or state ordinances which make provision for safety in public buildings, public transportation, etc. What safety regulations does your school have to follow?
G

Evaluation

4. Changes in Behavior
Require less reminding, at home and at school, about such things as using potholders, closing cupboard doors promptly, turning pan handles in, wiping up spills, etc.

5. Plans for Safe Practices
Show completeness and practicality in suggested practices in storage of materials or when carrying out common housekeeping activities.

6. Skill in First Aid Procedures
Demonstrate speed and dexterity in performing the standard first-aid techniques.

7. Increased Concern for Safety In the Home, School, and the Wider Community
Comment on unsafe conditions noticed in the community, new efforts to reduce the accident rate, new methods of treating common injuries or rehabilitating accident victims, etc.

Behavioral Objectives	Learning Experiences	Evaluation
N. Practicing: Continue to practice until an acceptable level of skill is reached.	16. Report on some of the newer accident treatment agencies, such as the A Poison Control centers and the Burn G centers. Are any of these located in your community?	
O. Adapting: Modify skill as needed to meet the requirements of a particular situation.		

Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influences his feelings of personal worth and his relationships with others.

Subject Matter Area: FAMILY RELATIONSHIPS

Main Generalization: The family serves as a unique group where relationships are a continuing influence on personality development and the formation of standards and values.

Supporting Generalizations:

1. Though family structures vary from culture to culture, it is in the family that the young of most societies receive the primary training for group living.
2. Behavior is caused, and it can be modified or redirected as a result of personal and/or environmental efforts and conditions.
3. Persons take into marriage the basic personalities and habits which they have developed through the years and their happiness is influenced by their expectations for this new relationship.
4. Behavior and learnings during the dating period can hinder or further the development of a satisfying relationship in marriage.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking)		
A. Remembering: Identify functions of the family in our society; basic emotional needs	*1. Use a variety of textbook references and compile a list of functions of the family, basic needs of the individual, etc. Summarize and organize through class discussion. (A)	1. Contribution to discussion Show evidence of outside reading, the use of a dictionary, and personal reaction to new ideas.
Define commonly used terms related to personality study, introvert, extrovert, compensation, temperament, sibling, etc.	2. Keep list of vocabulary words throughout unit, defining each in simple terms, and giving examples of the condition, where appropriate. (A, B)	2. Objective Test Fill in blanks in a description of a person's behavior with the appropriate terms.

Behavioral Objectives

B. Comprehending:
Understand how basic emotional needs can be fulfilled in different ways, depending on the culture, and on the individual's personality characteristics.

C. Applying:
Give examples of different kinds of behavior, activities, etc. which people could use to meet the same basic needs.

D. Analyzing:
React to accounts of the simpler types of personality difficulties, by suggesting causes in terms of unfulfilled basic needs. Analyze your own personality.

E. Synthesizing:
Build a comprehensive definition of a "health personality", "a successful marriage", "a happy grandmother", and similar value oriented terms.

F. Evaluating:
Judge various techniques which might be used in specific interpersonal relationships. Do these means represent good solutions? Are they the most appropriate when other alternatives are considered? Do they bring out "side-effects" which are not desirable?

Learning Experiences

*3. Compare, possibly by skit, from an historical point of view, the needs of
B families of other cultures and periods with families of today. Discuss similarities and differences.

4. Make a personality analysis of yourself. Use one of the many published forms
D available or make up one as a class.
E Decide on one of your less desirable traits or characteristics and make a plan of definite steps to modify it. Write a paragraph summarizing your progress as a confidential report to your teacher.

5. List mature and immature ways of meeting frustration or disappointment. College
B examples from observation and personal
F experience and report these, anonymously, to the rest of the class.

6. Take some common conflict situations and arrange to have skits illustrating a
C number of possible solutions - compromise,
F giving in, appealing to authority, fighting it out, taking turns, etc. Discuss constructive ways to handle disagreements. What have you learned that you can use at home?

7. Collect newspaper articles which describe problem situations in families. Might unfulfilled needs be a factor in some of these difficulties?

Evaluation

3. Evidence of Growth in Breadth of Interest
Show interest in different cultures and customs, and concern for other's problems in an increasing degree.

4. Behavioral Change
Show some success, even if slight, in modifying the personality characteristic you wish to change.

5. Problem Analysis
Given a simple case situation, suggest possible courses for the behavior described.

6. Classification of Solutions
Given a list of possible reactions to situations, classify as (a) harmful to self and others; (b) helpful to self or others; (c) not particularly harmful, but not very helpful, either.

Behavioral Objectives

Affective (feeling)

G. Attending:
Become more sensitive to behavior which indicates an unfulfilled need, in oneself and in older persons, as well as in children.

H. Responding:
Show interest in further inquiry into the effect of cultural influences on individuals and families.

I. Valuing:
Express respect for variations in family and cultural patterns, and the need to "walk a day in another's moccasins" before being free with criticism.

J. Organizing:
Be able to defend personal values and explain how certain behavioral standards relate to others held.

K. Integrating:
Approach personal problems of dating and other relationships with more conscious attention to long range goals and personal values.

Learning Experiences

*8. Look up the concept of the "developmental task". Plan specific ways in which you
G could help people in your family accomplish
H these tasks.

9. Invite foreign students or adults to tell the class about dating and courtship
H patterns in their cultures. What values
I can be found in these customs?

10. View films which stimulate discussion about emotional development, teenage problems,
B courtship, etc. (There are a number of
E excellent films in this area.)
F Suggestions:
K "Families First" 17 min., New York State Youth Commission
"Act Your Age" 13 min., Coronet
"How To Say No" 10 min., Coronet
"How Do You Know It's Love?" 13 min., Coronet
"Marriage Is a Partnership", 17 min., Coronet

*11. Hear a guest panel discuss "Pros and Cons of Early Marriage". Include a young couple
J if possible.
K Read what family life authorities have to say on this subject. Then write a paper expressing your personal views.

Evaluation

7. Essay
My Definition of....
a healthy personality,
a happy marriage,
a good husband,
a successful date,
or some similar concept.

8. Reports from Parents
Act at home in ways which show that insights gained in school are being practiced--in reaction to frustration, consideration for siblings, skill in communication, etc.

9. Response to Films
Show ability to express the main points made by a film and to see it as a learning experience, rather than mere entertainment.

10. Consideration of Other Viewpoints
Demonstrate ability to listen courteously to other points of view and consider rational as well as emotionally-toned arguments.

Behavioral Objectives	Learning Experiences	Evaluation
Psychomotor (doing)		
L. Observing: Watch for physical actions which give emotional support to others, and note the effects. For example: handshaking, smiling, eye contact, physical support which steadies, or increases the ability to get out of a difficult spot, help with wraps, etc.	12. L M N O Discuss the concept of non-verbal communication. Role-play examples. Practice to improve your skills in this area, and also in "talking-out" problems. 13. K L O Survey your community to find opportunities for free or very inexpensive recreation. Which ones could be taken advantage of as a family? What attitudes and behavior of family members would make these experiences enjoyable for all?	11. "Point of View"Paper Show consistency with announced values and ability to select and present evidence. 12. Role-Playing Skill in demonstrating techniques of non-verbal communication.
M. Imitating: Increase own use of these actions, trying to become more sensitive to non-verbal ways of showing warmth and concern for others.		
N. Practicing: Continue improving skills in both verbal and non-verbal communication. Avoid "over-doing" of either.		
O. Adapting: Incorporate techniques which fit your personality style into your approach to people, and adjust these actions to various circumstances.		

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Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life, an individual builds a set of values which are important criteria for his decision-making.

Subject Matter Area: FAMILY RELATIONSHIPS

Main Generalization: Variations in cultural patterns and socio-economic conditions are reflected in the decisions which families make and in the manner in which they arrive at these decisions.

Supporting Generalizations:

1. Every family has the opportunity to establish its own goals in terms of family members' own values, standards and resources.
2. Rapidly changing cultural, social and economic conditions make it increasingly difficult to maintain stable families.
3. Families in our culture commonly pass through stages or cycles, each with its particular stresses and strengths.
4. Established procedures for involving family members in decision making contribute to the development of skills in communication and group living.

Behavioral Objectives

Cognitive (thinking)

A. Remembering:
List
the stages in the family life cycle;
typos of resources available to families;
cultural, social and economic conditions which affect families.

Learning Experiences

1. Watch an illustrated talk (flannel board or bulletin board build-up) explaining the
A "Family Life Cycle". Identify families of
C your acquaintances who are currently in each of the stages. Discuss variations which may occur. How can a knowledge of the cycle be helpful to families?

2. Watch film, "Our Changing Family Life" (McGraw-Hill 22 min.) Use as a basis for
A beginning a class listing of social and
H economic changes which have had an effect on family life. Show how each change has had positive as well as negative effects.

Evaluation

1. Interpretation of Data Test
Study charts which are accompanied by a number of interpretative statements. Indicate whether statements are:
a. true, with evidence supplied
b. false, with evidence supplied
c. possibly true, but evidence lacking
d. possibly false, but evidence lacking
e. unrelated to data given

Behavioral Objectives

B. Comprehending:
Interpret charts and diagrams which illustrate current status of families in such respects as size, income, type of housing, etc.

C. Applying:
Recognize the stage of the family life cycle applicable to your family.

D. Analyzing:
Analyze family situations in order to make suggestions for possible ways of improving communication, setting family goals, etc.

E. Synthesizing:
Make a plan for improving some family or interpersonal situation using general principles studied in class.

F. Evaluating:
Evaluate case studies of several different families to see how well each meets the criteria for a stable, well-integrated family (set up after class study).

Learning Experiences

3. Listen to a panel of students and parents discuss parent youth relationship and the
D various points of view of each family
H member.

4. Discuss ways in which the current social and economic changes have affected families
B in the particular community. Make simple
G surveys of the class before the discussion - for example: How many mothers work outside the home? How many grandparents lived on farms, when their children do not? How many times have families moved, etc.

*5. Use appropriate cases from newspapers for analysis and discussion of common
D family problems. Point out the limitations
G of the definite answers given by such persons. Why do people write to newspapers for this purpose? Compare the answers given to some questions with the opinions of recognized authorities as found in texts, pamphlets, etc. How do you account for any difference?

6. List common problems which families might face - medical, financial, psychological,
E educational, etc. What kind of help would be
G needed in each case? Investigate where one could go in your community to get the needed help. What would be the costs involved?

Evaluation

2. Essay
Write a story about a family which carries it through the stages of the family cycle. Using grandparents or other relatives as subjects would be more interesting and could involve interviewing, etc.

3. Plan for Action
Show realistic understanding of possibilities for improving family interaction. Select limited goal rather than attempting to make major changes in attitudes and behavior.

4. Case Study Analysis
Be able to recognize descriptions of favorable family climates, separating the more essential emotional factors from considerations of furnishings, status, community activity, etc.

Behavioral Objectives

Affective (feeling)

G. Attending:
Recognize that families have different goals and standards as well as different resources.

H. Responding:
Express satisfaction with positive aspects of one's own family life and recognize aspects that could be improved.

I. Valuing:
Accept the desirability of democratically oriented family relationships.

J. Organizing:
Attempt to identify the characteristics of a democratic family pattern.

K. Integrating:
Develop a more intense conviction that it is possible to build a stable, happy family.

Psychomotor (doing)

L. Observing:
Notice ways in which the physical setting for family activities (eating, conversation, TV viewing, meal preparation, etc.) contributes to family interaction.

Learning Experiences

7. Ask a Juvenile Court officer or family
G service specialist to speak to the class
H on the family and delinquency. How can
K it be prevented?

8. Analyze the family relations shown in some
D TV program or currently popular film. What
I image of the father is presented? Of the
J mother? the teen-ager? younger siblings?

9. Turn in lists (anonymously) of "Rules My Family Expects Me to Follow". Summarize
G class lists and draw some general con-
H clusions about parental expectations.
I Would you like changes? Give reasons for your answer.

10. Work with class, FHA, or community group and with parents and law enforcement
E agents to work out a code for social behavior for teenagers. Do your part in living by the code.

*11. Study the philosophy behind the "family council". Select some problems which could
L be solved by a council and role-play.
M Notice techniques of communication which
N further profitable discussion, and those which "shut doors".

Evaluation

5. Problem-Solving
   a. Write answers to selected problems from newspaper columns. Judge as to insight shown, evidence given to support recommendations, ability to recognize need for professional help, etc.
   b. Given a particular family problem, make necessary investigations and make a set of suggestions indicating steps that a family faced with this problem might take.

6. Evidence of Increased Awareness
Comment on family goals, satisfactions in family life, evidences of respect for differences, advantages of a more democratic family pattern, etc.

7. Use of Information Gathering Techniques
Increase skill in formulating survey questions, interviewing, asking questions of speakers, locating and using library resources, etc.

Behavioral Objectives

M. Imitating:
Copy some ideas which seem workable for your family and note any changes in atmosphere.

N. Practicing:
Work at developing some skills which would add to the fun of family gatherings. (Accompanying singing, playing card games which older members know, developing some hobby to be shared, telling jokes, or stories, etc.)

O. Adapting:
Continue to try out various techniques for use when the family is at home as a group, and modify them as needed, keeping in mind the goal of improved communication and understanding.

Learning Experiences

12. Plan and carry out "Family Fun Night"
N as an FHA class project. Repeat idea
O in your own home.

13. "Adopt" some elderly people - perhaps in a
nursing home. Work out ways to make them
N happier, and carry out over a period of
O time. Note the satisfactions you gain.
What are some special problems of the
aged?

Evaluation

8. Evidence of More Mature Attitudes
Show more willingness to consider alternatives, defer satisfactions, make the first steps to improve a situation, plan in terms of personal values, think before speaking, etc.

9. Changes in Community Relationships
Reduced friction between young people and their elders. Appreciation of the community for youth help in hospitals, nursing homes, clean-up drives, law enforcement, etc.

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Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influence his feelings of personal worth and his relationships with others.

Subject Matter Area: FOOD AND NUTRITION

Main Generalization: The selection, preparation and service of food can contribute to the social and emotional, as well as the physical, development of individuals and families.

Supporting Generalizations:

1. The nutritional needs of the individuals in a family will vary at various stages in their development.
2. The use of a simple guide, such as the Basic Four, makes it easier to plan nutritionally adequate meals.
3. The interaction of physical and chemical properties of foods with treatments during production, processing, preparation and storage will influence appearance, palatability and nutritive value.
4. Aesthetic, psychological and social factors influence the value placed on food and food service, and its contribution to family life in various cultures.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (knowing)		
A. Remembering: Recall the Basic 4, food nutrients and their use in the body, food classification, principles of menu, planning methods for preparing certain foods, etc.	1. Prepare an all school exhibit to A illustrate the Basic Four 2. Report on individual nutrients, giving functions in body, food sources, and A evidences of deficiency. To add G interest, reporter may prepare and serve a snack made with a food rich in the particular nutrient.	1. Objective Tests a. Select definition from list of terms. Example: bacterial spoilage, plant tissue, one-celled animal, chemical substance
B. Comprehending: Understand the characteristics of a well planned meal, the relationships of nutrition to health, the effect of certain treatments on vegetable pigments, etc.	3. Use food models to illustrate favorite meal. Analyze to see if it is in the B line with the principles of menu plan- C ning. Improve by making the fewest D possible changes.	b. Select best reason. Example: if a package of frozen food showed evidence of freezer burn, the most likely reason would be: left in freezer too long; poor selection of container; inadequate

Behavioral Objectives

C. Applying:
Use knowledge of food values and nutritional requirements in food selection.

D. Analyzing:
Analyze the relationship of adequate nutrition to social and emotional development. Analyze meals according to the principles of menu planning.

E. Synthesizing:
Plan meals for a variety of situations considering all relevant factors.

F. Evaluating:
Judge a family diet record in terms of nutritional adequacy and suitability to the family as to cost, preparation skill required, etc. Evaluate dietary patterns from other cultures.

Affective (feeling)

G. Attending:
Become aware of a variety of different ways to prepare a given food.

H. Responding:
Show willingness to make changes in diet to make it more nutritionally adequate.

Learning Experiences

*4. Cook vegetables of different colors
by different procedures. Note variation
A in results. Consult textbooks to find
B explanations. Decide on methods which are
most suitable for vegetables of each color.

5. Look for statistics on the adequacy of
nutrition in other countries and in the
A "depressed areas" of the United States.
B Collect materials from newspapers and
D magazines on this subject. How does
hunger or nutrient deficiency affect
emotional development and functioning?

6. Analyze your own food habits. Keep a
C record of food eaten for several days
F and check it against recommended foods
H and amounts. Decide on needed
J improvements and plan to make them.

7. Help a younger brother or sister to learn
E to like a new food. Learn how to vary
a menu to suit it to children of
different ages.

8. Study the food customs of other cultures.
List some of their nutritional strengths
F and weaknesses. Invite a person from
G another country to demonstrate favorite
I dishes, or attend a foreign restaurant as
a class group. Prepare some dishes from
other lands in class. Perhaps you could
invite some guests to a "tasting party".

Evaluation

wrapping; improperly blanched; wrong freezer temperature; wrong variety of food.

c. Match nutrients in one list to symptoms of deficiency in another.

2. Meal Planning
Given particular situations plan meals to fit. Adjust a basic menu to certain limitations. Example: reducing calories, making it easier to eat for an older person, less pronounced in flavor for a small child, less expensive, etc.

3. Improvement in Food Habits
Show willingness to try new foods, better choices in the cafeteria, fewer negative comments about nutritious foods, less food waste in the laboratory, etc.

4. Interest in Good Nutrition For Other People
Make comments indicating concern for those who are poorly fed, appreciation of food supply, willingness to share when practical ways of doing so are pointed out.

Behavioral Objectives

I. Valuing:
Desire to develop a liking for unfamiliar foods.

J. Organizing:
Make choices in a number of situations which reflect the accepted value of a nutritious diet.

K. Integrating:
Carry home new learnings about food and standards for food preparation and defend behavior when challenged.

Psychomotor (doing)

L. Observing:
Watch demonstrations of a variety of food preparation practices and skills.

M. Imitating:
Repeat processes in school laboratory setting.

N. Practicing:
Repeat variations of the process at home until definite improvement in skill is noted.

O. Adapting:
Develop original recipes, meal plans, table settings, etc.

Learning Experiences

9. Discuss ways in which family meals can
D influence family relationships.

10. Become acquainted with the school foods
laboratory by filling in diagrams, cleaning
L cupboards, "talking through" the procedures
M in pantomine before the first lab period,
etc.

11. Take part in the planning and carrying out
of food preparation in order to learn some
L of the basic principles of cookery and the
M most commonly used skills. Evaluate each
N experience with your classmates and make
O plans for improvement.

12. Try out variations of basic recipes, meal
plans, etc. If school policy permits,
K enter one or more of the contests which
O are occasionally announced in these areas.
Analyze whether the learnings gained were
in proportion to the time and energy spent
on the contest.

Evaluation

5. Essay
Write a paper in support of, against, or both, a decision to buy some piece of food related equipment (a home freezer, blender, range with "self cleaning" oven, etc.) Show application of the management principles including decision making. Describe the family setting.

6. Development of Skill
Grow in ability to follow recipes, use equipment correctly, and produce an acceptable product using a reasonable amount of time and energy.

7. Application of Principles
Given a scientific principle related to food preparation, explain the application to foods and the behavior result.
Example:
a. Metal is a good conductor of heat
b. Metal spoons placed in hot liquids soon become too hot to touch
c. Use a wooden spoon or metal spoon with wooden handle for constant stirring while cooking

Behavioral Objectives	Learning Experiences	Evaluation
		8. Creative Expression Show originality and interesting use of art principles in setting tables, garnishing food, arranging centerpieces, etc.

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Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life, an individual builds a set of values which are important criteria for his decision making.

Subject Matter Area: FOOD AND NUTRITION

Main Generalization: The provision of food for the family is affected by management decisions as they are made by the consumer, producer and manufacturer.

Supporting Generalizations:

1. The application of management principles can result in the provision of quality food for the family without excessive expenditure of time, energy and money.
2. Informed consumers making discriminating choices in the purchase of food can influence the market to serve consumer interests more effectively.
3. Federal, state and local agencies work toward the protection and guidance of consumers in their purchase of foods.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking) A. Remembering: Recognize management principles (planning, controlling, and evaluating) family resources safety practices types of stores economical buying practices, etc.	*1. A Read a text explaining the management principles. Discuss, with examples, until you are sure that you understand the meaning of each. Then apply to the problem of providing food for the family. 2. C List factors which influence the decisions we make about food buying.	1. Application of Knowledge Apply management principles to some practical problem related to food. For example, whether to have a garden, to use package mixes or bake from scratch, to carry a lunch or buy it at school.
B. Comprehending: Explain the main provisions of the Federal Food, Drug and Cosmetic Act which apply to food. Explain the management principles, giving examples.	3. D G Collect pamphlets, labels, newspaper items, magazine articles, etc. which give information helpful in selecting food. Evaluate in terms of accuracy and usefulness. Each student may take a specific food and gather material about it. Charts, bulletin boards, or exhibits may be used to present the information to the class.	2. Objective Tests a. Short answer questions relating to the Federal Food, Drug and Cosmetic Act b. Answers to questions which may be found on (a reproduction of) a can label.

Behavioral Objectives	Learning Experiences	Evaluation
C. Applying: Apply facts known to a particular food buying problem.	4. Make a chart showing when various fruits and vegetables are in season in your community. Of what value is this knowledge to the homemaker? A C	3. Planning Work Show ability to consider management principles and resources in making plans at home and at school. Produce plans which do not have gaps where important steps were omitted.
D. Analyzing: Ability to recognize what information (as a food advertisement) is relevant in making a decision as to the quality of a food.	5. Find out if there are any local ordinances governing the sale of foods, the condition of markets, etc. Interview store managers to find out some of the federal and state regulations which apply to their work. How are these laws enforced? What is the consumer's responsibility? B F I J	
E. Synthesizing: Make a work plan for a meal in which you apply the management principles. Compare federal, state and local laws related to some particular food, and prepare a summary of the information.	6. Distinguish between "grade" and "descriptive" labeling. Find labels of each type. Study arguments for each and decide which one you would prefer. D	4. Evaluation of Information Show ability to recognize more authoritative information, based on the reliability of the source, the evidence reported and the qualification of judgments.
F. Evaluating: Judge the adequacy of local ordinances relating to food sanitation, food storage provisions in the home, the use of management techniques in a meal served at school, etc.	7. Explore the meaning of various "seals of approval". (Good Housekeeping, Parents Magazine, check-rating by Consumer Reports, Underwriters Laboratories, etc.) What help are these to a prospective buyer? D G I	5. Analysis of Food Labels And Advertisements Identify information required by law, informative phrases and those which are difficult to interpret. Redesign the label so as to include information you would like to have there.
Affective (feeling)		
G. Attending: Become aware of new sources of information about food.		

Behavioral Objectives

H. Responding:
Look for more information about food additives.

I. Valuing:
Believe that one should check on the quality and cleanliness of food before buying it.

J. Organizing:
Develop a conviction as to the responsibility of citizens in helping to enforce the pure food laws.

K. Integrating:
Be consistent in selecting food that gives the most nutritive value for the money.

Psychomotor (doing)

L. Observing:
Observe a person who uses good management principles as she prepares an emergency meal. Analyze results.

M. Imitating:
Try out some short cuts in meal preparation, some ways of comparing the quality of food purchased, some cooking procedures which save money, etc.

Learning Experiences

8. View film, "A Is For Additive" 15 min., Dow Chemical. Note source of film and
B discuss possible bias. Collect materials
C with other viewpoints. Try to arrive at
D some practical guides for today's consumer,
H with regard to food additives. If you followed these guides, would your eating habits change in any ways?

9. Given a list of foods, practice making shopping lists for use in different stores
C in the community. Of what value is a shopping list?

10. Compare prices, quality of food, brands
A available and service in different types
C of stores.

11. Plan meals for a day on varying amounts of
C money.

12. Use one product which comes in different forms (such as potatoes, apples or
L yeast rolls). Prepare and serve in
M equivalent ways. Compare cost, quality and preparation time. Decide on situations when one might use each form.

13. Make time and motion studies of preparation
L processes
M

Evaluation

6. Response in Discussion
Indicate increased knowledge about food buying, more willingness to study and plan before buying or doing, greater awareness of the problem of food additives, aroused concern about the sanitation of local markets, etc.

7. Ability to Recognize Quality Standards In Food
Be able to rank fresh and prepared foods of different kinds according to quality and to give reasons for placement of a food in a certain rank.

8. Skill in Conserving Time And Energy
Show increased ability to analyze a process and to apply time and motion saving techniques.

Behavioral Objectives	Learning Experiences	Evaluation
N. Practicing: Increase management skills by frequent use.	14. Plan and prepare meals at home, trying to E learn new preparation skills, to increase M your speed, to introduce new foods or to N accomplish some similar objective. O	
O. Adapting: Collect ideas from household hint columns, try out and use those found most helpful.		

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Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influence his feelings of personal worth and his relationships with others.

Subject Matter Area: HOME MANAGEMENT

Main Generalization: Effective organization and execution of the physical activities of homemaking can release time and energy for attention to relationships and the development of individual family manners.

Supporting Generalizations:

1. Values, goals and standards are interrelated as the motivation on which management decisions are based.
2. A value organization or hierarchy helps us to determine which value to put first in a given situation.
3. Application of the principles of work simplification enables one to increase the amount of work accomplished in a given time without increasing the energy expenditure.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (knowing) A. Remembering: value goal standard level of living resource management time and motion study, etc.	1. Keep records of the way you spend your time and money for several days. Analyze to see what values are showing. A D I	1. Objective Tests Make suggestions for saving time and energy in given situations. Identify alternatives and probable consequences of given choices. Select the most appropriate definition from lists of definitions for various terms. Give examples which will illustrate the various terms. Recognize the principles of work simplification when presented in a case study.
	2. Take one of the available "Values" tests and analyze results. Did you learn anything about yourself that you didn't know? D I	
B. Comprehending: Explain each of the above terms by giving examples which will distinguish among them.	*3. Develop definitions for management terms. Discuss the significance of values, goals, and standards in managing a home. A B	

Behavioral Objectives

C. Applying:
See how to apply the principles of work simplification in a new situation.

D. Analyzing:
Analyze behavior to discover values held and/or goals being sought, consciously or unconsciously.

E. Synthesizing:
Make a time plan for the preparation and service of a meal, cleaning a room, etc.

F. Evaluating:
Evaluate a newly planned method of performing some task.

Affective (feeling)

G. Attending:
Show curiosity about the methods of work simplification.

H. Responding:
Be willing to change methods of doing certain household tasks.

I. Valuing:
Desire to decide on some personal goals and to determine personal values.

Learning Experiences

4. Analyze some case studies of families with
distinctive standards of living. (A pro-
D vocative example is given in Hoyt, Reid,
I McConnell and Hooks, American Income And
Its Use - Harper and Row pp 65-67. A
very condensed description of this family
is given on pp 49-51 in Management for
Modern Families by Gross and Crandall.)

5. Survey homemakers for a list of the most
time-consuming tasks. Are these also the
C most disliked tasks? Suggest shortcuts.
F What could be done in the time "saved"?

*6. Study the general principles of work
A simplification. Clarify the steps by
B illustrating them with charts or posters.

7. Plan and carry out a number of time and
G motion studies. When a process has been
H simplified, practice it until the new way
L is as comfortable for you as the old.
M
N
O

*8. Study various kinds of home equipment and
D evaluate each in relation to saving time
G and energy. Each student may select a
H piece of equipment and report to the class
reliable buying guides and instructions for
its use and care. What values are involved
in a purchase of new equipment?

Evaluation

2. Analysis of Processes
Use work flow chart to see steps in the process.

3. Appreciation of Values in Different Standards And Levels of Living
Comments show increased willingness to accept individual differences in standards and values, without implying that there are no qualitative differences in value patterns.

4. Efficiency in Work
Ability to see inefficient procedures and analyze in order to make suggestions for improvement.
Willingness to practice new techniques until the initial awkwardness is overcome.
Satisfaction in the time and energy saving features of the simplified methods.

5. Essay
Write a short paper on ways that you have been able to apply learning from this unit at home.

Behavioral Objectives

J. Organizing:
See how techniques of work simplification can help further personal goals and values.

K. Integrating:
Accept the idea of systematic planning, controlling and evaluating as a basic method in arriving at satisfying choices.

Psychomotor (doing)

L. Observing:
Act as observer in time and motion studies. Observe demonstrations of simplified methods.

M. Imitating:
Copy methods which have been improved by others.

N. Practicing:
Repeat new methods to overcome the awkwardness which is normal when a change is made in a habit.

O. Adapting:
Use at home, some of the methods used at school, making adaptations as needed.

Learning Experiences

9. Outline the daily, weekly and seasonal
E cleaning procedures one follows in the
F home. Of what value is a definite plan
J for these activities? Should it be a
K "loose" or a "flexible" one.

10. Role play the procedure for cleaning a
F room. Then discuss sequence of work,
G demonstrate time and energy saving
H motions.

11. Form working groups to study jobs that
G are included in meal preparation. Find
H which jobs require the most detailed
J planning, most time and most cooperative
K planning. What decisions need to be made?

12. Make a time plan for the preparation and
E service of a particular meal. Revise the
F plan to have two people share in the
G preparation. Try the plans.

13. Set up some experiments to see whether
G the time spent in planning equals the time
J saved in preparation.

Evaluation

6. Checklists
Develop to check on efficient procedures in one or more commonly performed tasks (dressing, dishwashing, table setting, sorting, laundry, etc.) Use to check performance at home and school.

7. Increased Awareness
Recognize similarity of work simplification procedures, whether used in the home or in industry. Notice articles or references to management in current magazines and newspapers.
Comment on the idea that time is "used" in some way, by everyone. Show interest in the development of constructive activities for "leisure" hours.

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Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life, an individual builds a set of values which are important criteria for his decision-making.

Subject Matter Area: HOME MANAGEMENT

Main Generalization: If decisions are made in terms of recognized principles of management, individuals and families are more likely to attain desired goals and meet basic needs.

Supporting Generalizations:

1. Management is a process which includes planning, controlling the plan in action, and evaluating it.
2. Improvement of managerial ability will be more easily attained if the function of each step in the process is recognized.
3. If goals are clearly and democratically formulated and understood by family members, it will be easier to plan ways to work toward them as a group.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (knowing)		
A. Remembering: List the steps in the management process the resources available, both tangible and intangible characteristics of a good manager, etc.	*1. A Use reference books to find the steps in the management process. 2. A Develop a list of characteristics of a person you consider a good manager. From these, prepare a descriptive scale, on which you can rate yourself.	1. Ability to Use Textbooks Show ability to find relevant material, to interpret content, and to compare it with personal experiences. (Students must be taught over a period of time to make good use of texts.)
B. Comprehending: Understand the relationship between resources and the management process.	3. D Keep a record of the decisions you make on a given day. (To make the list reasonably complete, stop and check yourself every day or so.) Pool the records of the group and determine some classification scheme.	2. Interest in Personal Application of Material Demonstrate willingness to keep records, carefulness in recording, interest in carrying out analysis of records and resources, etc.
C. Applying: Use the management process consciously as an aid in reaching some personal goal.		

Behavioral Objectives

D. Analyzing:
Identify the steps in the management process from an account of some family decision.

E. Synthesizing:
Make a simple plan for teaching a younger child how to use the management process.

F. Evaluating:
Judge whether the management process is an effective aid in using scarce resources.

Affective (feeling)

G. Attending:
Become aware of resource materials that are not available to help families with problems of management.

H. Responding:
Show interest in learning more about the management process, and techniques for carrying it out.

I. Valuing:
Accept and feel quite sure of the value of the management process.

J. Organizing:
Choose to use the management process as an aid in making major decisions.

Learning Experiences

4. Choose several of the more important
decisions which you made on this day.
D What things did you think about before
deciding? Were there other factors that
you should have considered? How does your
experience compare with that of other
class members?

5. Try to apply the steps in the management
C process to one of these decisions. Were
they helpful?

6. Analyze yourself and list your resources.
Include skills, interests, time, etc. as
B well as possessions.
F Make another list of community resources
which are available for your use. (An
alternative experience would be to make
this same listing for your family.)

7. Review case studies of families having
B management difficulties.

8. Interview an official of some agency that
helps families with problems. Ask what
G kinds of problems are most common. Try
I to decide how improved management could
help these families.

Evaluation

3. Interpretation of New Ideas for a Special Purpose
Write a simple explanation of the management process to use in teaching a younger child.

4. Analysis of Case Situation
Given a case description of some personal or family decision, identify the points where the steps in the management process were being carried out.

5. Objective Tests
Match goals to courses of action which would Further those goals. Give short answers to factual questions relating to management principles and practices.

6. Essay of Opinion
Interpret a saying such as: "A labor-saving device is no labor saver if you have to work hard to pay for it"; "The love of money is the root of all evil"; "Time spent in planning time is never wasted".

Behavioral Objectives

K. Integrating:
Carry out the management process regularly because it has become a part of one's way of looking at a problem.

Psychomotor (doing)

L. Observing:
Watch a demonstration of a family planning session.

M. Imitating:
Take turns trying the different roles in the discussion--leader, record keeper, participant, etc.

N. Practicing:
Work to improve personal skill in group discussion and planning.

O. Adapting:
Use new skills in groups outside the family and school; in church, club and community activities.

Learning Experiences

9. Divide into committees to study the particular management problems faced by
G sub-groups in our society. Include the
I aged, adolescent, young married, racial minority and low-income groups. Report to the class, using charts or bulletin boards to illustrate your report.

10. View film, "Managing the Family Income"
G 35. min., Household Finance Corporation.
H How were management principles applied?
I

11. Invite a business teacher in to illustrate
H simple bookkeeping methods for keeping household accounts.

12. Role play family planning sessions which
L involve management of resources. For
M example, use of the TV, telephone, family
N car--getting housework done while mother
O works--how to spend a family vacation, etc.

Evaluation

7. Report on Management Problems of Special Groups
Show initiative in finding materials, new awareness of the variety of problem situations, and ability to present facts in a clear and interesting way.

8. Response to Film
Show increased maturity in the ability to grasp the central message of a film and pay little attention to variations in dress, hair style, socio-economic level, etc.

9. Discussion Skills
Demonstrate increasing skill in listening, presenting information, "drawing out" group members, relieving tension, summarizing, providing a physical setting which promotes interaction, etc.

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Basic Concept of Home Economics: HUMAN GROWTH AND RELATIONSHIPS

Supporting Concept: Throughout life, an individual builds a set of values which influence his feelings of personal worth and his relationships with others.

Subject Matter Area: HOUSING

Main Generalization: Families gain satisfaction from housing which helps them to express such values as beauty, comfort, convenience and safety.

Supporting Generalizations:

1. The family's living habits determine many of the family's housing needs.
2. Flexible room arrangements in a house mean that space can be readily adapted to meet the changing needs of the family.
3. When money is scarce, other resources such as the abilities, knowledge, time and energy of members of the family, may be used in securing some home furnishings.

Behavioral Objectives

Cognitive (knowing)

A. Remembering:
Be familiar with art elements (space, color, texture, etc.) and art principles (balance, rhythm, emphasis, etc.) with home furnishing vocabulary such as "traffic patterns","multi-purpose furniture","activity groupings", "glass curtains", etc.

B. Comprehending:
Understand ways of combining colors, textures, etc. in furnishings to give different effects in a room.

C. Applying:
Use knowledge to solve a particular problem in home furnishing.

Learning Experiences

*1. Review text materials to be sure of understanding the vocabulary terms.
A Find illustrations which give examples of terms, and ways of solving various furnishing problems.

2. Make charts or collages showing good choices of wall paper, paint, floor
A covering, and window treatments for rooms.
B Decide on exposure, size function, etc. of the room. Work out for such room types as small, large, light, dark, formal, informal, etc.

3. Select a favorite painting and use it
B as a basis for planning a room color
C scheme.

Evaluation

1. Objective Tests
Given pictures which illustrate art elements and art principles, identify the elements or principles illustrated.
Fill in blanks of factual statements with the appropriate terms.

2. Ability to Apply Knowledge of Art Elements and Principles
Show ability to plan attractive color schemes and illustrate them with swatches, paint chips, etc. Use knowledge to improve a particular room problem; self chosen or assigned.

Behavioral Objectives

D. Analyzing:
Analyze family living habits to determine home furnishing needs.

E. Snythesizing:
Make a plan for redecorating a room, using understandings gained from study of unit.

F. Evaluating:
Judge house plans, furniture arrangements, color schemes, etc., in terms of assigned or developed criteria.

Affective (feeling)

G. Attending:
Become aware that home furnishings may reflect one's personality and character, as well as a budget.

H. Responding:
Obtain satisfaction from increasing the attractiveness of the home, with a small outlay of money.

I. Valuing:
Prefer artistically appropriate choice, arrangement and use of home furnishings.

J. Organizing:
Attempt to identify characteristics of furniture decorative objects, etc., which are personally appealing.

Learning Experiences

*4. Work in groups, each taking a home function, and report on possible variations in families which influence furnishing and arrangement needs related to each function. Consider sleeping, food preparation, personal care, entertaining, hobbies and relaxation, storage, etc.
D

5. Considering the above reports, analyze your own family's living habits and determine some particular housing and furnishing needs.
D

6. Study the principle of a three-year buying plan for home furnishing. Then make such a plan for a room or small apartment. Find costs for all items, and make an illustrated report. Compare your plan with those of your classmates.
D
E
F

7. Join with a classmate of differing tastes and personality. Make plans together for the basic furnishings of some room; then let each person finish the plan by herself so as to express her own individuality.
E
I

8. Discuss the advantages and disadvantages of acquiring furnishings by a "package deal".
G

9. Investigate accessories which are available for clothes closets and other storage areas. Evaluate as to cost, durability, and serviceability.
G
H
I

Evaluation

3. Increased Understanding of the Way in Which Living Habits Determine Housing Needs
Comment on variations in living habits, ways in which housing needs change, and ways in which homes can be furnished to serve more than one function.

4. Analysis of Plans
Show increased ability to judge the convenience of furniture arrangements, the artistic qualities in a color scheme, the adequacy of provision for basic needs in housing, etc.

5. Performance Tests
Make a three-year buying plan in which costs are evenly spread over the three year period and the more important needs are cared for first. Rank articles of furnishings, such as towels, curtains, upholstery fabric, etc. in terms of over-all quality. Select the more artistically pleasing from a collection of small art objects (pictures may be used) and justify selection.

Behavioral Objectives

K. Integrating:
Make aesthetic improvements in whatever environment one enters. (Others recognize this as dominant value in the person)

Psychomotor (doing)

L. Observing:
Collect pictures of home furnishing ideas. Watch demonstrations of color coordinating, furniture grouping, flower arrangement, etc.

M. Imitating:
Try to follow the suggestions in pictures or demonstrations.

N. Practicing:
Use ideas to make own room more attractive and/or convenient.

O. Adapting:
Develop decorating solutions for rooms of unusual size or shape, or displaying other problems.

Learning Experiences

10. Visit a furniture store to see various
G types of carpets, examples of different
H periods of furniture, furniture of dif-
I ferent price and quality levels, etc. Ask
J the store personnel to point out features
to look for in buying.

11. Make a display of decorative objects which
H are nicely designed, but very inexpensive.
I (One dollar or less) Analyze the features
J which make them attractive.

12. Take a "beauty walk" and collect weeds,
H branches, rocks, leaves, etc. which can
I be used to make decorative arrangements
J in the department. Volunteer to make
K such arrangements.

13. Analyze your room at home. List improve-
L ments that can be made without expense,
M with a small expenditure. Carry out some
N of your ideas.
O

*14. Study the principles of flower arrangement.
L Practice to develop this skill, concentrat-
M ing on working with natural materials, and
N with only a few flowers or branches.
O

Evaluation

6. Interest in Home Furnishings
Look up additional references on this topic. Collect pictures and articles. Notice unusual color schemes, types of furnishings, and decorative objects in stores, homes, catalogs, and magazines.

7. Correlation of Home Furnishings With Other School Subjects
Become interested in furniture styles as reflecting historical events and living conditions. Read about the lives of past and present furniture designers. Develop an interest in decorative crafts from specific regions in the United States and foreign countries.

8. Changes Made at Home
See opportunity for improvment in selection, arrangement and use of furnishings at home. Carry out some such improvement. (It need not be extensive or expensive to indicate learning.)

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Basic Concept of Home Economics: MANAGEMENT

Supporting Concept: Throughout life, an individual builds a set of values which are important criteria for his decision-making.

Subject Matter Area: HOUSING

Main Generalization: Changes in population growth, composition and distribution have created new housing problems and call for increasing involvement of the whole community in housing decisions.

Supporting Generalizations:

1. Housing standards are influenced by income, values, attitudes, educational levels and housing knowledge.
2. Each stage of the family life cycle has its own individual housing requirements.
3. Persons with physical and mental limitations have special housing needs.

Behavioral Objectives	Learning Experiences	Evaluation
Cognitive (thinking)		
A. Remembering: Recall facts about population changes, types of housing available, community zoning and building regulations, needs of physically and mentally handicapped, minimum housing standards, etc.	*1. A Have an older resident talk to the class about some of the changes in the community within the last 25 or 50 years. Compare with national trends.	1. Awareness of Social and Economic Changes Show evidence in speech and written work that one is conscious of the changes in population composition and density which have influenced housing needs and ways of satisfying these. Also show increased information about the range of housing available, especially within the local community.
B. Comprehending: Recognize how social, economic and psychological factors may influence a family's choice of housing.	2. A B C G I L Take a bus trip around the community to see the range of housing available. Find the costs of renting, buying, or building each of these kinds. Make a comparison chart. What level of income would be needed to live in each of the types?	
C. Applying: Apply facts and principles learned in (A) and (B) in determining some personal and family standards for housing.	3. B C Discuss ways in which social, economic and psychological factors influence housing choices.	

Behavioral Objectives		Learning Experiences	Evaluation
D. Analyzing: Analyze articles to find arguments for and against public housing projects, and urban development.	4. C F	Learn the symbols used on house plans. Analyze various plans in terms of their adequacy for a particular family at a particular period in the family life cycle.	2. Clarification of Values Show evidence of developing a more realistic conception of what is possible in housing choices at given income levels and a clearer understanding of personal values related to housing.
E. Synthesizing: Present your personal views on some topics or issues related to housing.	5. C F	Choose a plan and write an evaluation of its suitability for your family.	
F. Evaluating: Evaluate the adequacy of a certain house for a particular family at a particular period in the family life cycle.	*6. A D E I	Study minimum housing standards set up by sociologists and public health officials. Why is each recommendation made? Do you agree with all of them?	3. Performance Tests Using furniture templates and squared paper, make a suitable furniture arrangement for a given room. Given a diagram of a particular room arrangement, draw in traffic patterns and identify furniture activity groups. Given a diagram of some room which has several poor features, identify the features, make suggestions for remodeling and sketch a possible furniture rearrangement.
Affective (feeling)			
G. Attending: Be aware of housing problems in the local community and of the fact that different people have different housing needs.	7. D G	Interview officials in charge of public housing projects. What problems have they had to meet? Collect articles and clippings related to this subject and analyze the arguments presented. Check on the latest legislation in this area.	
H. Responding: Show an interest in helping to improve family housing conditions. Enjoy making simple household repairs and improvements.	*8. A G J	Investigate the legal aspects of buying, building or renting a home. Prepare questions and invite resource people such as lawyers, contractors, and realtors to talk to the class. Examine forms, such as land contracts, deeds, mortgages, leases, etc.	

Behavioral Objectives	Learning Experiences	Evaluation
I. Valuing: Desire to see all people in the community adequately housed. J. Organizing: Replace the "dream house" concept with more realistic expectations for one's future housing.	9. Arrange to complete Cutler's instrument relating to Personal and Family Values in the Choice of a Home (Cornell University, Agric. Exp. Station, Bulletin 840, 1947) Or make a listing of your own. Would all in the class place the same value at the top of their desires for housing? B G K	4. Essays Present pros and cons of one or more housing decision possibilities. Examples: renting vs. buying; one story vs. two story house; basement vs. basementless house; new house vs. used house; house vs. apartment. If desired, present personal decision as to which of the alternatives would be most desirable for your own family.
K. Integrating: Relate values desired in housing to other values held important.	10. Interview young married couples, and ask what kind of housing they started out in, and what their first move was like. Summarize class results. Ask the same questions of your parents. Compare with the answers of the younger couples. G J K	
Psychomotor (doing) L. Observing: Note, in reading, films, or on field trips, ways to make improvements in the safety, sanitation or attractiveness of the home.	11. Watch demonstrations of simple home repairs, painting, refinishing furniture, etc. L	5. Concern for Adequate Housing for All As knowledge of existing housing conditions grows, show increased concern for improving sub-standard conditions. Talk to others about the problem. Help in "clean-up, paint-up, fix-up" campaigns. Form opinions as to the value and desirability of urban redevelopment and other federally aided housing programs.
M. Imitating: Try out some home improvement or repair techniques.	*12. Survey home and decide on changes that would be desirable. What modifications would be needed to make your home more suitable for an elderly or handicapped person? N	
N. Practicing: Survey home for needed repairs or desirable improvements, and assume responsibility for some of these.	13. Make some needed housing improvement, or help someone else in your family to do so. M N O	
O. Adapting: Carry out some more elaborate home improvements project--laying a walk, refinishing a piece of furniture, arranging an outdoor living room, etc.		

Behavioral Objectives	Learning Experiences	Evaluation
		6. Objective Tests Show understanding of vocabulary terms related to building, financing, renting, etc. Given a set of definitions, select the one which corresponds to the term. Short answer tests relating to minimum housing standards, types of housing available, zoning and building regulations, etc.

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PART III

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